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ABSTRACT

This report summarizes the responses of principals of elementary schools participating in the I/D/E/A Change Program to a survey questionnaire that focuses on program implementation and selected efforts that may be associated with Individually Guided Education (IGE). Survey data are presented for the school years 1973-74, 1974-75, 1975-76, and 1976-77. The number of respondents for each year varied from a high of 466 in 1973-74 to a low of 294 in 1976-77; the 1976-77 respondents were a selected stratified sample of principals drawn from the 1,700 elementary schools that have been involved with IGE since 1970. The survey questionnaire was the same all four years. The report consists mainly of tables that summarize the respondents' answers to questions about how IGE has affected budgets, student achievement, student discipline, and general school operations. (Author/JG)

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HOW IS IGE DOING IN THE ELEMENTARY SCHOOLS?

A FOUR-YEAR SURVEY OF IGE PRINCIPALS

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SEPTEMBER 1977

Institute for Development of Educational Activities, Inc.

An Affiliate of the Charles F. Kettering Foundation

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WHAT THE PRINCIPALS ARE SAYING...

Each year principals of elementary schools participating in the /I/D/E/A/ Change Program are sent a questionnaire that focuses on program implementation and selected effects that may be associated with IGE. This report summarizes data we have collected during four school years: 1973-74, 1974-75, 1975-76, and 1976-77.

Some principals responded to the questionnaire all four years; however, the samples differ somewhat from year to year in both size and composition. The results reported for the 1973-74 school year are calculated from the responses of 466 principals; the data reported for the 1974-75 school year represent 334 principals; 419 responded in 1975-76; and 294 were sampled in 1976-77.

The data in this report were collected in schools that began participating in the /I/D/E/A/ Change Program as early as 1970 and as late as 1975.

The decision to participate in this study during the first three years rested with the Facilitator and the school principal. Using the Principal's Questionnaire was an option provided to the Facilitator by /I/D/E/A/. Each fall a sufficient quantity of the questionnaires was sent to the Facilitator for all League principals. When Facilitators felt this type of assessment was appropriate principals were asked to participate.

The 1976-77 year of this study involved a stratified sample of principals selected from approximately 1700 elementary schools that have been involved with IGE since 1970. The sampling procedure accounts for the smaller number of principals participating in 1976-77 than in previous years.

The Principal Questionnaire includes issues that are frequently asked about IGE. Principals' answers to these questions furnish us with information about how participating in IGE has affected budgets, student achievement, student discipline and general school operations. We hope this report will furnish some information that is both useful and interesting.

I. IGE IMPLEMENTATION DOES NOT REQUIRE LARGE, INCREASED EXPENDITURES FOR PARTICIPATING SCHOOLS.

Principals were asked to compare their teacher allotments to the allotments of non-IGE schools in their districts:

	1973-74	1974-75	1975-76	1976-77
• *Our school is given no special consideration because we are participating in IGE.*	79%	80%	78%	82%
• *Our teacher allotment is no more than 5% greater as a direct result of implementing IGE.*	8%	8%	9%	6%
• *Our teacher allotment is at least 10% greater because they are implementing IGE.*	4%	5%	4%	4%
• *The remaining principals did not respond to this question.*	9%	7%	9%	8%

Principals were asked to compare their allotments for full-time, paid teacher aides to non-IGE schools in their districts:

	1973-74	1974-75	1975-76	1976-77
• *Our school has been given no special allotment to support IGE implementation.*	53%	53%	60%	65%
• *We are allotted no more than two additional aides.*	15%	19%	15%	13%
• *We are allotted nor more than four additional aides.*	12%	16%	13%	7%
• *We are allotted at least six additional aides.*	11%	5%	6%	9%
• *The remaining principals did not respond to this question.*	9%	7%	6%	6%

Principals were asked to compare their instructional budgets to those of other schools in their school districts not implementing IGE:

	1973-74	1974-75	1975-76	1976-77
• *Our school receives no special instructional budget to support IGE implementation.*	66%	73%	74%	80%
• *Our school receives no more than 5% increase in budget for implementation purposes.*	17%	13%	10%	8%
• *Our school receives no more than 10% additional budget.*	3%	3%	5%	3%
• *Our school receives at least 11% higher budget than non-IGE schools in their districts.*	4%	5%	2%	2%
• *The remaining principals did not respond to this question.*	10%	6%	9%	7%

Principals were asked how much more their total school budgets are as a direct result of implementing the IGE program:

	1973-74	1974-75	1975-76	1976-77
• *Our school received special funding this year (such as Title III).*	3%	6%	6%	7%
• *Our school budget cost per pupil is not larger than the budgets of the non-IGE schools.*	71%	72%	73%	74%
• *Our school budget is 1% - 2% larger than non-IGE schools in our district.*	9%	8%	5%	5%
• *Our budget is 3% - 4% larger than non-IGE schools in our district.*	2%	2%	2%	4%
• *Our school budget is 5% - 6% larger than non-IGE schools in our district.*	3%	2%	3%	1%
• *Our school budget is 7% - 8% larger than non-IGE schools in our district.*	2%	3%	2%	2%
• *The remaining principals did not respond to this question.*	10%	7%	7%	7%

II. DURING THE 1976-77 SCHOOL YEAR ABOUT ONE OF EVERY THREE PRINCIPALS REPORTED INCREASED SCORES ON STANDARDIZED ACHIEVEMENT TESTS.

Principals were asked about results of Standardized Achievement Tests they had administered in their schools before and after their involvement in IGE:

READING AND/OR VERBAL ACHIEVEMENT

	1973-74	1974-75	1975-76	1976-77
•Percent of the principals who report significantly lower standardized test scores during IGE implementation.	0%	(0.3%)	0%	(0.3%)
•Percent of the principals who say their scores are "significantly higher since IGE implementation."	4%	7%	6%	6%
•Percent of the principals who say their scores are "slightly higher since IGE implementation."	13%	21%	27%	35%
•Percent of the principals who say their scores have shown "no significant change."	38%	34%	32%	33%
•Percent of principals who report slightly lower scores since IGE implementation.	1%	3%	5%	1%
•Percent of schools that have not administered Standardized Achievement Tests.	34%	28%	30%	25%

MATHEMATICS AND NUMERICAL ACHIEVEMENT

	1973-74	1974-75	1975-76	1976-77
•Percent of the principals who say their scores are significantly lower since IGE implementation.	0%	1%	1%	1%
•Percent of the principals who say their scores are "significantly higher since IGE implementation."	3%	5%	4%	7%

	1973-74	1974-75	1975-76	1976-77
• *Percent of the principals who say their scores are slightly higher since implementing IGE.*	12%	18%	24%	29%
• *Percent of the principals who say there has been no significant change.*	35%	34%	35%	35%
• *Percent of the principals who indicate their scores are slightly lower since implementing IGE.*	2%	4%	4%	3%
• *Percent of the principals who did not administer Standardized Achievement Tests.*	34%	29%	26%	25%

III. PRINCIPALS CONTINUE TO IDENTIFY MANY BENEFITS DERIVED FROM IMPLEMENTING IGE.

Principals selected statements they, at least partially, attribute to their involvement in the IGE program:

	1973-74	1974-75	1975-76	1976-77
• *The relationships between teachers have been strengthened because the teachers work together more interdependently.*	86%	90%	86%	86%
• *The focus of our instructional program is on the individual student rather than a group of students.*	83%	84%	86%	84%
• *Teachers are planning together, critiquing, and making suggestions to improve each other's plans.*	79%	80%	77%	83%
• *Teachers are designing learning activities to help students learn to assume more responsibility for planning, doing, and assessing their own learning.*	77%	79%	74%	71%

	1973-74	1974-75	1975-76	1976-77
• *The attitudes of the teachers toward their students are warm and healthy.*	74%	76%	81%	84%
• *The relationships between the school and the parents are very positive.*	63%	62%	68%	69%
• *Teachers feel that what they are doing now is more important than in the past.*	63%	62%	58%	61%
• *Our parents are more involved with teachers and the instructional programs than in any time in the past.*	59%	57%	58%	53%
• *Our school is making better use of parent volunteers.*	59%	60%	60%	57%
• *Students are better able to learn self-discipline in our school now than in any time in the past.*	54%	54%	55%	54%
• *Our school is making better use of resources provided by our local community.*	48%	54%	56%	52%
• *Student vandalism is less frequent in our school.*	28%	33%	32%	34%
• *Student absenteeism is lower.*	23%	28%	27%	29%
• *Teacher absenteeism is lower than it has been in the past.*	20%	23%	20%	21%

IV. STUDENTS ARE ACCEPTING RESPONSIBILITIES.

One of the important outcomes of the IGE program is that students will become increasingly more responsible for their own learning. The principals responded to questions dealing with this goal:

- (93%; 97%; 97%; 97%)* of the principals indicate that at least 25% of the students are assuming more responsibility for self-assessment. Of these, (58%; 67%; 63%; 65%) said that at least 50% of their students are accepting this responsibility.

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*When the data for the four years are different they are reported within parenthesis--the first figure refers to 1973-74, the second to 1974-75, and the third figure refers to 1975-76, and the fourth figure refers to 1976-77 data.

- The principals' responses also inidcate that students are systematically planning and evaluating progress toward their educational goals with their teachers (79%; 84%; 87%; 86%), their parents (21%; 25%; 24%; 30%), and with other students (15%; 21%; 22%; 15%).

- When asked how frequently each student is involved in assessing and analyzing his own progress, (68%; 67%; 60%; 62%), of the principals indicate that self-assessment takes place with each unit of study, each learning objective, or each learning activity. (14%; 15%; 20%; 15%) did not respond to this question. The remaining principals indicate that self-assessment happens five or less times each year (18%; 18%;20%; 23%).

Principals say that students are now accepting more responsibility for selecting their own objectives and learning activities:

- (24%; 36%; 38%; 36%) indicate that most of their students are demonstrating "slightly more responsibility" and (9%; 28%; 19%; 20%) indicate that most of their students are now accepting "considerably more responsibility."

- Few principals (0%; 2%; 3%; 2%) responded that "students are assuming less responsibility." (17%; 17%; 21%; 24%) indicated most of their students had not changed in this regard.

V. STUDENTS AND TEACHERS ARE ON THE SAME TEAM.

The Principals Report places considerable emphasis on the teacher/advisor and his work with individual students and small groups:

- The most frequent use of the advisor time reported by the principals is in developing student self-concept, in human development, and in developing student/teacher rapport (49%; 55%; 54%; 58%).

- (40%; 37%; 31%; 32%) of the principals report that "much time is spent in assessing student progress" and "in reporting to parents." Only (13%; 12%; 13%; 11%) of the principals indicate advisor time is used for announcements or for study time.

- About (66%; 77%; 76%; 80%) of the principals say that teachers within their Learning Communities (L.C.) "respond to one another's needs" and "trust one another's motives" and "have open communication."

- About half of the principals report students "usually respond to one another's needs," "trust one another's motives and abilities" and "have open communications."

- Only (4%; 3%; 2%; 2%) of the principals reported these relationships are "negative." The remaining principals indicate the present relationships are "somewhat" positive (approximately 50%).

The principals indicate a special effort to involve parents in the implementation of IGE.

- Approximately (70%; 86%; 85%; 78%) of the principals say "at least 40% of the parents" are aware of Individually Guided Education.

- (30%; 34%; 31%; 34%) of the principals report at least 60% of the parents "are giving positive vocal support" to this program, while only (2%; 3%; 1%; 2%) of the principals indicate that 21% or more of their parents are "vocally negative toward IGE."

VI. STUDENTS' LEARNING PROGRAMS ARE PERSONAL: THEY ARE LEARNING HOW TO LEARN.

While more complete information will be available from the Teachers' Questionnaires regarding details of the learning programs, the principals were asked to comment on the way teachers use information about students in designing individualized learning programs and the degree to which they perceive their teachers accommodating the different mode and media preferences of the students.

	1973-74	*1974-75*	*1975-76*	*1976-77*
• *Percent of principals who indicate that student information is being systematically gathered and used in designing learning programs.*	*65%*	*69%*	*71%*	*64%*
• *Percent of principals who say teachers are providing at least two activity options for each objective that use different modes and media.*	*80%*	*87%*	*86%*	*84%*
• *Percent of the principals who indicate they at least partially attribute the focus of thier instructional program on the individual student to their involvement in the IGE program.*	*83%*	*84%*	*86%*	*84%*

	1973-74	1974-75	1975-76	1976-77
• *Percent of the principals who say IGE helped their students learn to assume more responsibility for planning, doing, and assessing their own learning.*	77%	79%	74%	71%

Principals report that teachers are now using several criteria when they select learning activities for individual students:

	1973-74	1974-75	1975-76	1976-77
-peer relationships	69%	73%	73%	77%
-achievements	91%	93%	92%	92%
-student learning styles	78%	82%	83%	84%
-interest in subject areas	71%	78%	78%	77%
-student self-concept	59%	69%	71%	76%

VII. TEACHERS WORK TOGETHER, PLAN TOGETHER, AND IMPROVE TOGETHER.

Decisions about use of facilities, use of materials, grouping students, and scheduling teachers within their teams are made jointly by the principals and the teachers, according to 50% of the principals.

- About one-third of the principals feel that the teachers make these decisions most of the time and the teachers within each Learning Community are fully responsible for making these decisions.

- The broad instructional goals emphasized by the L.C.'s are selected most frequently by the teachers in each L.C. (33%; 43%; 36%; 38%) or by the Program Improvement Council (25%; 19%; 22%; 18%).

- (16%; 20%; 19%; 21%) of the principals indicated broad goals are not selected, they are determined by the school's curriculum materials or they are determined by the textbooks that are in use.

- (24%; 17%; 23%; 21%;) of the principals did not comment on this item.

About 40% of the principals report that the students are accepting considerably more responsibility for selecting their objectives, learning activities, and accepting responsibility for learning. About 5% report their students are accepting less responsibility for their learning.

Peer observation is an informal process in most schools.

- (29%; 29%; 30%; 29%) of the principals report their schools use planned peer observations to critique and improve teacher performance.

- (67%; 67%; 71%; 67%) use informal peer observation for critiquing and teacher improvement.

- (38%; 40%; 48%; 47%) of the schools use "student feedback instruments."

- (58%; 65%; 70%; 68%) of the schools used "discussions with students as techniques for continuous improvement.

- (13%; 20%; 19%; 15%) of the principals indicate they have invited teachers from other schools within their Leagues to visit and critique the performance of L.C. teachers.

VIII. SCHOOL DECISIONS ARE SHAREED WITH TEACHERS.

Principals report that the PICs are functioning and the educational goals of the schools have continuity and consistency with the goals adopted by their school system.

- (94%; 82%; 84%; 84%) indicate they have a PIC in operation (10% omitted this item), and it formulates school-wide policies and resolves problems which involve two or more L.C.s.

- (80%; 78%; 78%; 79%) of the principals also indicate that school-wide in-service programs are coordinated by the PIC. (However, 94% of the principals say students are not yet members.)

- (63%; 64%; 66%; 64%) of the principals indicate their PICs improve the way their members work together by critiquing their operational processes periodically.

IX. THE LEAGUE IS HELPFUL.

Principals indicate League functions are becoming somewhat less active than they have been in previous years.

- (39%; 42%; 38%; 29%) of them indicate their Leagues have coordinated staff interchanges for the purpose of alleviating problems within their schools.

- The Leagues have also been a source of consultant help to (75%; 77%; 71%; 60%) of the schools and to the L.C.s.

X. DISCUSSION AND CONCLUSIONS

The general trends reported in this report are consistently favorable. The responses are very positive; with few exceptions, the attitudes expressed in 1976-77 and 1975-76 are more positive than those collected during the 1974-75 and 1973-74 school years.

These twelve generalizations are supported by the principals' responses reported in this study:

- An increasing number of IGE principals report their school budgets are no larger than the budgets for non-IGE schools in their districts.
- Increasingly during the four years of this study principals report that teachers are considering students' peer relationships and self-concept when they select activities for individual students.
- Approximately four of every ten principals report "slightly higher" or "significantly higher" scores in reading and/or verbal achievement during the 1976-77 school year. This number is more than twice that recorded in 1973-74.
- In 1976-77 approximately one of every three principals reports "slightly higher" or "significantly higher" mathematics achievement scores. More than twice as many as in 1973-74.
- Fewer than 1% of the principals during the four years of this study reported a "significant decrease" in either reading/verbal achievement or mathematics achievement.
- About one of every three principals reports less frequent student vandalism. They at least partially attribute this change to their involvement with IGE.
- About three of every ten principals report lower student absence rates. They attribute this improvement at least partially to their involvement with IGE.
- About one of every five principals reports fewer teacher absences which they, at least partially, attribute to their involvement in IGE.
- Most principals report greater involvement of the teachers in issues that affect their roles.

- Fewer principals in 1976-77 say they use the League concept to provide support and stability to implementation than in previous years.

- Principals increasingly report the attitudes of teachers toward their students are warm and healthy.

- Most principals report increased involvement of students in planning their own learning and accepting more responsibilities that accompany this involvement.

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How you can get the |I|D|E|A| Change Program into your school

The |I|D|E|A| Change Program for IGE was completed first for elementary schools with youngsters of ages 5 to 12. After refinement of the Change Program for IGE at the elementary level, |I|D|E|A| developed similar programs for the middle and junior high school level (ages 10-15) and senior high school level (ages 14-19).

By 1977 more than 1,700 schools in 39 states and over 47 American-sponsored overseas schools were implementing some phase of the IGE program. Pilot Leagues of middle and junior high schools started during the 1973-74 school year and senior high schools began working toward IGE implementation in the 1975-76 school year.

The |I|D|E|A| Change Program is available to schools through cooperating colleges and universities, state education agencies, central offices of school districts, and other institutions. You can request a list of the institutions currently participating in the Change Program from |I|D|E|A|. If your school is within the service area of a participating agency and you are interested in the program, please contact the appropriate institution. Other schools should encourage an appropriate agency to contact |I|D|E|A| about Program details. Institutions wishing to become an Intermediate Agency should also contact |I|D|E|A| at 5335 Far Hills Avenue, Dayton, Ohio 45429.